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ABSTRACT

This handbook is designed to be of assistance in the selection of literature, trade books, and instructional materials to meet the scholastic needs of all children, including minority children. Contents include a description of a staff development session designed to assist teachers in preparing for multicultural instructional activities and listings of teacher resources (catalogs, bibliographies, and articles) and nonprint multicultural materials. The remainder of the volume provides an annotated bibliography of books for minority children; selections are grouped according to their relevance to Spanish-speaking, Black, Oriental, and Native-American students. Criteria for judging books involving black people and for children's books which deal fairly with all groups of people, some shortcuts to selecting books of quality, guidelines for analyzing books for racism and sexism, activities to stimulate pupil involvement with literature, and multicultural publications for teachers of reading are also discussed. (KS)

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TEACHING MULTICULTURAL CHILDREN

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1977

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FOREWORD

This handbook has been designed to assist you in the selection of literature, trade books and instructional materials to meet the needs of all the children in your class. In preparing the bibliography, the committee attempted to be both idealistic and realistic--idealistic in the way of including those titles which seemed to reflect an honest image of the minority child, and realistic in the knowledge that our selections would not be perfect.

Because we believe that every teacher puts forth effort to find unstereotyped books of quality and relevance for his/her pupils, we have attempted to assist in that effort by listing titles from sources known to be accepted by American minority groups or approved by the Council on Interracial Books for Children. As much as possible, we tried to include authors who had written about their own minority group. We have also included guidelines to aid the teacher in selecting other suitable books for minority children.

It is understood that any classroom represents a wide range of needs to be served. The materials in this handbook represent a wide variety in approach, format, and emphasis. We have offered suggestions for pupil involvement and provided many teacher references. In addition, films, filmstrips, cassettes, kits, and records are included. All of these items have been annotated to facilitate their use.

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MULTICULTURAL EDUCATION PROJECT

HISTORY, PURPOSES AND PROGRAM

History

In October, 1976, two students approaching pre-service teaching assignments found themselves concerned with the problems of teaching children from diverse cultural backgrounds. After discussing this topic with other students, they came to the conclusion that a need existed for more information about multicultural education.

A proposal was drawn up by these students and submitted to the Undergraduate Student Council of the School of Education outlining a series of activities to meet this need. The Council voted to support the proposal under the direction of its Education Committee.

Purposes

The major purposes of program are as follows:

1. To help education majors become more aware of their responsibilities in educating children of different cultures.

2. To explore the role of the educator in developing a child's positive self image.

3. To provide programs and workshops to enlighten the prospective teacher as to the cultural diversities found among children.

4. To compile and disseminate a bibliography of print and nonprint materials concerning cultural diversities in relation to the educational process.

The Committee sought as advisors Karen Boatman, Research Associate and Jane Hornburger, Assistant Professor, both from the Department of Childhood and Curriculum in the School of Education. They were sought specifically for their expertise in the area of concern. With the assistance of these ad-

visors, the purposes were translated into action.

Program

On March 16, 1977, the Committee sponsored a staff development session to assist teachers in preparing for multicultural education. Dr. Antonio Simoes, Director of the Bilingual Resource Training Center, gave a lecture and led a discussion concerning the politics, history, and educational aspects of bicultural education in America.

Session II featured Jean McGuire and Marcus Mitchell of the Metropolitan Council for Educational Opportunity (METCO) in a lecture/discussion session on the development of METCO as a multicultural program in the Boston area. Special emphasis was placed on the instructional and curricula problems involved in METCO's operation.

The third session was a workshop held at the teacher resource center of the Children's Museum. The workshop dealt with an examination of available resources for teaching multicultural education, including an observation of children in the Museum's cultural education exhibit and a hands-on activity session.

On April 13, under the title of "Models for Tomorrow's Education," the Education Committee shared videotapes of all its activities with more than sixty undergraduate students. Two other programs: a one-day conference on multicultural education and an open house were held before the close of the semester. Elections held at the open house assured continuation of this program into the 1977-78 academic year.

Concurrent with these activities, a subcommittee developed this initial bibliography. It includes books for children, activities for pupil involvement, resource materials, professional references and specialized listings for the teaching of children from diverse cultures.

AN ANNOTATED LIST OF BOOKS AND RESOURCE MATERIALS

FOR THE MULTICULTURAL CLASSROOM

TEACHER RESOURCES

(Catalogs, Bibliographies, Articles)

A Coloring Book of Incas, Aztecs, Mayas and Other Precolumbian Peoples. San Francisco: Bellrophon, 1971. $1.95. Grade 3 up.

Stimulating pictures of Aztec music festival and jaguar gladiator. The variety of coloring designs which motivate children's interests include adaptations from painted vases, temple reliefs, shields and carved drums.

Bantom Books. Multi-Ethnic Studies. An annotated list.

Baxter, Katherine. "Combating the Influence of Black Stereotypes in Children's Books," Reading Teacher, 1974, 27, 540-44.

Black Books Bulletin. Institute of Positive Education, 1848 South Ellis Avenue, Chicago, Ill. 60619. Quarterly Subscritpion. Price $8.00. Single issue $2.00.

Current, annotated listings of the newest writings by and about Black people. Includes a first hand source of information about black publishing houses as well as critical book reviews.

Brown, Vishti and Brown, Jack. Proudly We Hail. New York: Houghton Mifflin, 1968.

A reference source written on a low level for use by children if desired. Presents authentic accounts of Black contributors in America.

Byler, Mary. American Indian Authors for Young Readers: A Selected Bibliography, 1973. Association of American Indian Affairs, 43 Park Avenue, South, New York, N.Y. 10016.

Byler, Mary G. "The Image of American Indians Projected by Non-Indian Writers." School Library Journal, 1974, 99, 36-39.

The Chinese In Children's Books. New York Public Library, 1973. Office of Branch Libraries, 8 East 40th St., New York, N.Y. 10016.

Annotated list of books dealing with books about China including picture books, stories for younger children, folk-tales, art, culture, people and places.

Conwell, Mary K. and Belpre, Prira. Libras en Espanal: An Annotated List of Children's Books in Spanish. New York Public Library, 1971. 50¢. (Office of Children's Services). New York Public Library, 8 East 40th St., New York, N.Y. 10016.

209 titles including picture books, folklore, songs, and games, bilingual books, and spanish language instruction for reading at various levels.

Crowell, Thomas Y. Focus On Minorities: A Multicultural Booklist.

District of Columbia Public Library Children's Services. The Afro-American in Books for Children, 1974. An annotated bibliography.

Dodd, Mead. Books for Minorities in America.

Emanuel, Miron. Faces of Freedom. New York: Scholastic Book Services, 1971.

Teacher's sourcebook dealing with minority heroes in America.

Fleming, Thomas. Give Me Liberty: Black Valor in the Revolutionary War. New York: Scholastic Book Service, 1971.

A picturesque account of the Black soldier's contribution to America's freedom.

Flynn, Barbara et al. Chicano: A Selected Bibliography of Materials, 1971. Riverside Public Library, P.O. Box 468, Riverside, California 92502.

The annotated listings include books, newspapers, films, filmstrips, slides, pamphlets and recordings. Arranged in subject categories in Spanish as well as in English.

Focus on Minorities: Multicultural Booklist for Children in the Primary and Intermediate Grades, 1972. Thomas Y. Crowell, 666 5th Avenue, New York, N.Y. 10019. Free.

A professional catalog with annotations and a key to recommendations. This source includes books dealing with the Black experience, American Indian, Spanish-speaking child, the Oriental-American and other books with a multi-ethnic focus. This source is also available for older readers.

Gilmore, Doris. People: Annotated Multi-Ethnic Bibliography, Montgomery County Public Schools, Dept. of Educational Media and Technology, Rockville, Maryland 20850, 1973. $5.00.

Deals with every major American ethnic group except Blacks. A special section includes materials on multiple ethnic groups. The most comprehensive source available.

Hayden, Robert C. Eight Black American Inventors. Reading, Massachusetts: Addison-Wesley, 1972.

Includes the Black men who invented the traffic light, gas mask, shoe lasting machine, incubator, refrigerated trucks, and sugar.

_____. Seven Black American Scientists. Reading, Massachusetts: Addison-Wesley, 1970.

Discusses the contributions of Black men who pioneered in medicine, surgery and exploration--the first heart operation, preservation of blood plasma, and the first man to reach the North Pole.

Interracial Books for Children Bulletin, 1841 Broadway, New York, N.Y. 10023. Subscription price, $8.00.

Presents articles and guidelines on current issues dealing with books by and about minorities, reviews and recommends books to use with multi-ethnic groups of children, and provides consultants and resource specialists in awareness training to educational institutions. The Council maintains an editorial advisory board composed of all the major minority groups in America. It joins with other professional groups in providing quality literature for all children through clinics and workshops and publishers' guidebooks for teachers.

International Reading Association Newark, Delaware: Reading Children's Books, and Our Pluralistic Society, 1972.

A collection of articles written by minority authors and discussing the guidelines which should govern books about minorities in order to present fair images of the groups.

Kane, Suzanne et al. Selected Media About the American Indian for Young Children K-3. Bureau of Curriculum Innovation, Division of Curriculum and Instruction, Massachusetts Department of Education (Boston, MA 02133), December 1970.

This basic collection has annotations "that realistically represent the Indian." All media attempt to refute stereotypes and convey an appreciation of Indian culture.

Latimer, Betty. Starting Out Right: Choosing Books About Black People for Young Children. Wisconsin Department of Public Instruction, 1972.

This well done booklet includes annotations, evaluations, and book selection criteria.

Mangione, Anthony R. "Literature on the White Ethnic Experience." English Journal, 63 (January 1974), 42-51.

An annotated bibliography prepared to assist English and Social Studies teachers in improving the self-image of children who have immigrant parents and grandparents.

Marcus, Rebecca, Fiesta Time in Mexico. Champaign, Ill.: Gerrard, 1974. $3.78. Grades 4-7.

A collection of fiestas and holidays and authentic celebrations in Mexico.

McLaughlin, Roberta and Wood, Lucielle. Children's Songs of Mexico. Hollywood, California, Highland Music Co., 1963. $1.50.

This collection of children's songs from Mexico includes old and new favorites. The music is provided and the words are written in English and in Spanish.

Multi-ethnic Reading and Audiovisual Materials for Young Children: Annotated Bibliography. Day Care and Child Development Council of America, Washington, D.C., 1972.

These print and nonprint media are valuable for young children in day care centers and homes.

National Conference of Christians and Jews, Books for Brotherhood, 1972. National Conference of Christians and Jews, 43 W. 5th St., New York, N.Y. 10019.

Annotated list of books of general interest in the field of intergroup relations, chosen on the basis of their contribution to the search for community in a pluralistic society.

Nichols, Margaret and O'Neill, Margaret. Multicultural Bibliography for Preschool Through Second Grade. Multicultural Resources, Box 2945, Stanford, California 943505, 1972. $2.00.

Picture book content, attractive format and a variety of materials for the young child. Also included are a list of pictures and posters, bibliographies, and directory of publishers.

North Manhattan Project. Black Experience in Children's Audio-visual Materials. (Catalog) Office of Children's Services, Countee Cullen Regional Branch, New York Public Library, 1973.

Portraits: Literature of Minorities: An Annotated Bibliography of Literature by and about Four Ethnic Groups in the United States for Grades 7-12. Superintendent of Schools, Los Angeles County Office, June 1970. $1.50. (Laco, 121-155 W. Washington Boulevard, Los Angeles, California 90015)

Secondary school focus. Covers all phases of literature, including fiction, nonfiction, and anthologies.

Puerto Rica (a list of books by and about Puerto Ricans), New York Public Library, October 1968. 25¢. Publications Division, 5th Avenue and 42nd St., New York, N.Y. 10018.

An annotated list of books available in Spanish, written by Puerto Rican authors. Includes books in English about Puerto Rica and a section on children's books in English and in Spanish.

Puerto Rica in Children's Books: A Selected List. New York Public Library, Office of Branch Libraries, New York Public Library, 8 East 40th St., New York, N.Y. 10016, 1973. 50¢.

Randall, Mary E. Black Writers for Young America: A Literary Map of the United States. Washington, D.C.: District of Columbia Council of Teachers, 1976.

A map of the United States depicting the birthplaces of famous Black writers and poets. Also included are brief sketches of the authors and their works.

Reid, Virginia, ed. Reading Ladders for Human Relations. 5th ed. National Council of Teachers of English, American Council on Education, one Dupont Circle, Washington, D.C. 20036, 1972. $3.95 (paper)

This fine source containes a selection of books for young readers and intermediate grades. Ample annotations describe books which increase sensitivity, and help the readers appreciate their own life styles and those of others.

Rollack, Barbara. The Black Experience in Children's Books. New York City Public Library, 1974.

An annotated bibliography.

Travesi, Elena and Carlos. Las Posadas: A Mexican Christmas. New York: Edward B. Marks, 1962. $1.50. Grades 5 up.
A playlet including eleven songs with Spanish lyrics, piano, and guitar accompaniment.

Watts, Franklin, Inc. Ethnic Heritage and Minority Group Studies, 1973. (catalog)

Weinberg, Meyer. The Education of the Minority Child: A Comprehensive Bibliography of 10,000 Selected Entries. Integratin Education Associates (School of Education Northwestern University, 2003 Sheridan Road, Evanston, Illinois 60201), 1970. $3.95.
250 bibliographies and references on Spanish-Americans, Indian-Americans, Afro-American studies, and other ethnic groups.

MEDIA--MULTICULTURAL MATERIALS

Available from: Bilingual-Bicultural Materials: A Listing for Library Resource Centers, Published by El Paso Public Schools, June 1975.

Records:

Acting out the ABC's. Grade level (K-1). 33-1/3 r.p.m. disc recording. Price $4.98.

Sounds of the English alphabet are taught. It is excellent for non-English speakers. Also good activity record; children are able to act out the ABC's.

Bedtime Stories in Spanish. Grade level (2-3). Price $25.00.

Collection of fairy tales in Spanish for listening only. Excellent for children who are learning Spanish or children who are Spanish speakers.

LaFiesta De Aprender. Grade level (K-primary). 33-1/3 r.p.m. disc recording. Price $6.50.

The song sheet is in English, but everything else is in Spanish. The record is excellent and the Spanish dominant child responds enthusiastically. Good teacher resource material.

Finger Play Classroom Materials. Grade level (K-2). Price $2.50.

Finger plays already set to music. Increases knowledge of English and reinforces listening skills in a new language. Motor coordination is also improved. Excellent for E.S.L. teachers.

High, Neighbor Records. Grade level (K-2). Price for each record is $4.99. There are eight records in this package.

Excellent multicultural, multiethnic song and dance resource material. Each record covers many countries. A very inexpensive way to have music from around the world at your disposal. Also included in the package is a teacher guide.

Talking with Mike. Grade level (K-3). Price $165.00.

There are fourteen cassette recordings and one teacher's guide. An excellent series of cassette recordings for use with

non-English speaking children. Designed to give confidence and to develop vocabulary and pronunciation skills in English. Recommended for use with the E.S.L.

Kits:

Beginning Fluency in English As a New Language. Produced by Bowmar, 1967. Five sets, fourteen filmstrips, 12 cassette recordings, five scripts, five teacher's guides. Grade level (K-3). Price is $138.55. All sets are individually priced.

This is a multimedia approach to the teaching of English as a second language, which helps the children learn through listening, seeing and saying. Each story has four parts, straight narrative, participation through answering questions, phrase repetition, confirmation and illustrative verse. There is also a comprehensive teacher's manual which gives suggestions and a complete outline for each lesson. Excellent for use with English as a second language.

Spanish Stop and Go Kit. Grade level (K-2). Sound filmstrips, five filmstrips, color, three cassette recordings. Price $66.00.

Filmstrips and cassettes are excellent traffic safety education devices in Spanish. Recordings are basic and elementary. Excellent for use with children who take Spanish as a second language.

Vowel Sounds Learning Module. Grade level (K-4). Price $277.50. Two floor games, six cassette recordings, 12 filmstrips, 30 workbooks, letter cards, picture posters, mini-prints, cassette response/card lessons.

Most effective when used during Intensive Language Development and English as a second language class. All parts of the module can be ordered individually.

William, Andy, Ramon and Five Friends at School. Grade level (K-2). Price is $69.00. Three cassette recordings, six filmstrips - color, one teacher's guide.

In English, a multiethnic series of stories about school and related activities to which the children can relate.

Available from: National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Illinois 61801.

Cassettes:

Dialects and Reading: Implications for Change. By Barbara Pilon and Rudine Sims. Price is $6.00.

This cassette is geared more toward teachers. It suggests specific literary resources and activities to provide young Black children with language fluency and alternatives for different environmental situations. They argue that one does not have to be a speaker of standard English to learn how to read.

Classroom Methods and Techniques for Teaching English to Speakers of Other Languages. By Albert Marckwardt and Muriel Saville-Troike. Price is $6.00.

This cassette provides information for resources a teacher can use often.

Books and Film Recordings by and About the American Negro: Young Adult Librarians, The New York Public Library (1968 ed.).

Film:

Black Music in America From Then Till Now. Color - 29 minutes. Price (it can be rented or purchased).

The history of Black people's contribution to American music is traced in unforgettable performances by many famous Black musicians.

Available from: Learning Corporation of America, 1350 Avenue of the Americas, New York, N.Y. 10019

Films: (the first five films were selected from the Many American Series. All films may be purchased or rented.)

William - From Georgia to Harlem. Color - 17 minutes.

How does a Southern farm boy cope with life in a big city ghetto?

Siu Mei Wong - Who Shall It Be? Color - 17 minutes.
This story is about a Chinese girl who yearns to be a ballerina. Her father insists his daughter attend a Chinese school to keep her traditions and cultures.

Felipa - North of the Border. Color - 17 minutes.
The Americanization of the Mexican immigrant's daily struggle to master both a new language and culture. It is interesting how this young girl keeps trying even though she encounters many downfalls.

Miguel - Up From Puerto Rico. Color - 15 minutes.
How does a young Puerto Rican boy adjust to life in a large American city? This film gives insight into the warmth and dignity of the Puerto Rican family.

Lee Suzuki - Home in Hawaii. Color - 19 minutes.
Lee Suzuki is a blend of many nationalities. This offers many teaching opportunities in the area of economics, family living and the study of American ethnic blend.

Geronimo Jones. Color - 21 minutes.
Geronimo is a young Indian caught between two worlds. This film is a discussion of a modern Indian youngster's emotional conflict within our society. Excellent for the middle grades.

The Rugmaker - (A Folktale of Africa). Color - 8 minutes.
Part of the cultural heritage from a great continent. This folktale shows that everyone can benefit from knowing a trade, even a chief's son.

A Morning for Jimmy. 28 minutes. Association Films, Inc., 600 Madison Ave., New York, N.Y. 10022.
A young Negro encounters racial discrimination while seeking a part-time job. His teacher introduces him to Negroes who are successfully employed in many fields.

Miguel: Up From Puerto Rico. Color - 15 minutes. Grades K-3. Sale $225.00. Learning Corporation of America, 711 Fifth Ave., New York, N. Y. 10022.
The positive aspects of biculturism is the content of this film. Miguel, an American boy who was born in Puerto Rico, loses the dollar his mother gave him to buy fish, but through his own resourcefulness and ability recoups the loss.

Self confidence and insight into an ethnic group are aims of this film.

Bill Cosby on Prejudice. Color - 25 minutes. Grades 7-12. Sale $300.00. Pyramid Films, Box 1048, Santa Monica, California 90406.

In one long monologue, Bill Cosby expresses just about any prejudice ever thought or spoken. No minority group is excluded. The film will catalyze thought and discussion and can lead to an honest examination of attitudes.

Black History: Lost, Stolen or Strayed. Color - 54 minutes. Grades 5-12. Sale $575.00. Baily-Films Associates, 2211 Michigan Ave., Santa Monica, California 90456

Narrated by Bill Cosby, this two-part film focuses on the omission and distortion of the Black experience in textbooks, films, TV, radio, and describes the Black response to this problem. Contradictions about Black society are highlighted and the tragic effects of stereotypical portrayal of Blacks are discussed.

Slavery and Slave Resistance. Color - 25 minutes. Grades 4-12. Sale $332.00. Coronet Instructional Media, 65 E. South Water St., Chicago, Illinois 60601.

Excellent treatment of slave resistance to the oppression and brutality of the American slave trade. Active and passive forms of resistance are detailed as well as the successful escape of some slaves and their eventual achievements in the fields of medicine, law, literature, etc.

Soundfilmstrips - Available from: Urban Media Materials, 212 Mineola Avenue Roslyn Heights, N.Y. 11577

Puerto Rico. Copyright 1973. Grades 6-10.

Misconceptions will be destroyed, and new concepts developed as pupils see the pictures of Puerto Rico's dynamic growth as depicted in this filmstrip presentation. Uses language understood by most Spanish speakers worldwide.

People of the City. Copyright 1973. Grade levels 4-8.

Learners are given a sensitivity to the multiethnic composition of large urban centers. They are made to feel proud of the cultural backgrounds and to see them portrayed as integral parts of city life.

Kits (Early Childhood):

Conceptos Basicos: Programa Bilingue de Ensenanza Primaria. EDL, 1221 Sixth Ave., New York, N.Y. 10020. Copyright 1973. Grades - preschool.

Designed in order to teach the basic skills and concepts that children need for success in the primary grades. Materials include: readers and consumable activity books, visuals, manipulatives and audiocassettes.

Developing Mathematical Processes. Rand McNally and Co., 8255 Central Park Ave., Skokie, Illinois 60076. Copyright 1974. Grades K-1.

Designed to gain a fundamental knowledge of mathematical concepts and to begin to use mathematics as a natural means of communication. To understand that mathematics has relevance both to the learners' own environment and to their everyday lives. Materials include: print, visuals, manipulatives, games.

Bilingual Early Childhood Program. National Education Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Texas 78702. Copyright 197-1973. 3-5 year olds.

Designed to develop the child's sensory perceptual skills, language skills in both English and Spanish, thinking and reasoning abilities, and to help the child to develop a positive self-concept. Materials include: preprinted spirit masters, visuals, filmstrips and audiocassettes, transparencies, records, manipulatives, games, puzzles.

Bilingual Kindergarten. National Educational Laboratory Publishers, 813 Airport Blvd., Austin, Texas 78702. Copyright 1972. Grade K.

Designed to develop the child's total language skills in both English and Spanish, sensory perceptual skills, general knowledge and thinking and reasoning abilities, and help the child develop a positive self concept. Materials include: visuals, filmstrips, audiocassettes, transparencies, records, manipulatives, games, puzzles.

Sources of Multicultural Materials

Learning Corporation of America, 1350 Avenue of Americas, New York, N.Y. 10019.

Bilingual-Bicultural Materials - A Listing for Library Resource Centers. Published by El Paso Public Schools, June 1975.

National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801.

Books, Films, Recordings by and about the American Negro (1968 Edition), Young Adult Librarians, The New York Public Library.

Spanish Language - Multi Media, P. O. Box 1111, Gleen Rock, New Jersey 07452.

Curriculum Development Associates, 1211 Connecticut Ave., Northwest, Suite 414, Washington, D.C. 20036.

Bilingual Publications Co., 1966 Broadway, New York, N.Y. 10023.

Spanish Book Corporation of America, 115 Fifth Avenue, New York, N.Y. 10019.

Dissemination and Assessment Center for Bilingual-Bicultural Education, 6504 Tracer Lane, Austin, Texas 78721.

BOOKS FOR CHILDREN

BLACKS

Elementary and Junior High School

Biographies:

Archer, Jules. Angry Abolitionist: William Lloyd Garrison. Messner, 1969.
Biography about Garrison's crusade against slavery.

Bearden, Romare and Henderson, Harry. Six Black Masters of American Art. Doubleday/Zenith, 1972.
Struggles and successes of Joshua Johnston, Henry Tanner, Horace Pippin, Robert Duncanson, Jacob Lawrence, and Augusta Savage.

Brownmiller, Susan. Shirley Chisholm, A Biography. Doubleday, 1970.
The story of the first Black woman to be elected to Congress in the United States.

Epstein, Sam and Beryl. Harriet Tubman, Guide to Freedom. Gerrard, 1968.
Dramatic events in the life of an abolitionist.

Fax, Elton C. Contemporary Black Leaders. Dodd, 1970.
Biographies of present day leaders including Bayard Rustin, Ruby Dee, and Charles Evers. Photographs included.

Graham, Shirley. Paul Robeson: Citizen of the World. Messner, 1971.
Reissue of a 1946 book discussing the great artist.

Greenleaf, Barbara Kaye. Forward March to Freedom: A Biography of A. Philip Randolph. Grosset, 1971.
A younger child's story of the life and work of a Black labor leader.

Haber, Louis. Black Pioneers of Science and Invention. Harcourt, 1970.
Study of fourteen scientists and their contributions. Photographs and pictures included.

Hayden, Robert C. Eight Black American Inventors. Addison-Wesley, 1972.
Little known inventors and their contributions to American technology.

_____. Seven Black American Scientists. Addison-Wesley, 1970.
A gallery of notable Black scientists. Included are Benjamin Banneker who assisted in the laying out of Washington, D.C.; Daniel Hale Williams who performed the first open heart surgery; and Charles Drew who pioneered the preservation of human blood.

Katz, Bernard and Jonathan. Black Woman: A Fictionalized Biography of Luch Terry Prince. Pantheon, 1973.
A New England slave girl grows up to win freedom and fight for her rights as a woman, property owner, and free person.

Klein, Aaron E. The Hidden Contributors. Doubleday, 1971.
Black scientist and inventors' stories.

Mathis, Sharon Bell. Ray Charles. Crowell, 1973.
Life of the famous blind pianist and jazz singer.

Millender, Dharathula H. Cryspus Attacks: Boy of Valor. Bobbs-Merrill, 1965.
The story of a run-away slave who had to be free. Cryspus and a dozen other soldiers stood up to the "Redcoats" during the Boston Massacre in 1770--and Cryspus was the first American to die in our war for independence.

Ortiz, Victoria. Sojourner Truth, A Self-Made Woman. Lippincott, 1974.
She fought for the rights of Blacks and women. Actual quotes from her thoughts and speeches.

Radford, Ruby L. Mary McLeod Bethune. Putnam, 1973.
The biography of a woman who helped Blacks achieve justice and equal education.

Richards, Kenneth G. Louis Armstrong. Childrens, 1967.
Story of the famous musician who started out humble and became one of the most important American jazz musicians.

Sterne, Emma. His Was the Voice: The Life of W.E.B. DuBois. Crowell-Collier, 1971.
DuBois brilliantly fought for Black rights.

Tobias, Tobi. Marian Anderson. Crowell, 1972.
For young readers, illustrated.

Walker, Alice. Langston Hughes. Crowell, 1974.
Biography written by someone he inspired.

Young, Margaret B. Black American Leaders. Watts, 1969.
Collection of short biographies of Blacks involved in civil rights, politics, and government. Photographs included.

Picture Books and Picture Story Books (Elementary)

Adolph, Arnold. Black is Brown is Tan. Harper, 1973.
The story of love in a bi-racial family.

Clifton, Lucielle. All Us Came Cross the Water. Holt, 1973.
A little boy's discovery of his roots in Africa.

Feelings, Tom and Muriel. Jambo Means Hello. Dial, 1974.
An informative picture book recreates the sounds and sights of Africa. Beautiful illustrations.

Hurd, Edith. Come With Me to Nursery School. Coward, 1970.
Black and white photographs show an integrated group of children at work and play in a suburban nursery school.

Lansdown, Brenda. Galumph. Houghton, 1963.
Two groups of children in a multiracial neighborhood think that an orange cat belongs to them. The cat provides kittens for each group and settles the question.

Lexau, Joan. Benjie On His Own. Dial, 1970.
The illness of Benjie's grandmother brings a neighborhood closer together. This is a sequel to Benjie.

McGovern, Ann. Black is Beautiful. Four Winds, 1969.
The photographs and words complement each other. "A black bird in the morning . . . a black horse running. . ." show that "black is beautiful."

Steptoe, John. Birthday. Holt, 1972.
A Black artist's fantasy in which a little boy has a joyous birthday party.

Vogel, Margaret. Hello Henry. Parents, 1965.
Two little boys, one black, one white, have the same

name--Henry. Both of them lose their mothers in the supermarket.

Junior High and Senior High School

Adoff, Arnold, ed. Brothers and Sisters, Modern Stories by Black Americans. Dell.
Twenty short stories about Black youth by Langston Hughes, Richard Wright, James Baldwin, Ralph Ellison, and other greats.

Baldwin, James. If Beale Street Could Talk. New American Library, 1974.
A sophisticated rendition of love and suffering in Harlem. A young, pregnant woman finds enough love in her family to help her through the drama of her fiance's impending trial. (High school)

_____. Nobody Knows My Names. Dell.
Thirteen impassioned essays about the last months of the author's self-exile in Europe, his return to American Harlem, and his first trip to the south during school integration battles.

Bonham, Frank. Durango Street. Dell, a Horn Book.
Gang warfare sets in the ghetto. The story is about the leader and a city worker who try to show the boys a new and better life. (High school)

Brown, Claude. Manchild in the Promised Land. Signet, 1965.
About a boy growing up in Harlem to become successful. (High school)

Childress, Alic. A Hero Ain't Nothin' But a Sandwich. Avon, 1973.
Benjie is near heroine addition, but the love of his mother and her boyfriend bring him back on the right road. Benjie had been searching for a father-image and, finally, Butler, his mother's boyfriend fits the role. It ends in a happy family union.

Davis, Russell F. Anything for a Friend. Crown, 1973.
Romantic relationship between a Black girl and white boy.

Gregory, Dick. Nigger. Dutton, 1972.
The powerful autobiography of the comedian and civil rights worker.

Griffin, John Howard. Black Like Me. Signet Books, 1960.
A biography of a white man who changed his skin color to discover the Black experience in the South in 1960. A brilliant exposure of unjustice to Blacks.

Mathis, Sharon Bell. Teacup Full of Roses. Avon, 1972.
Joe tries to help his inner-city Black family, but his mother doesn't appreciate him because she's so wrapped up in her oldest and favorite son who is a heroine addict. Family problems end with a tragedy. (High school)

Parks, Gordon. The Learning Tree. Fawcett, 1963.
A thirteen-year-old Black boy faces the world of racism, sex, and life. A beautifully told autobiography.

Wright, Richard. Native Son. Harper and Row, 1940.
A classic Black novel that never loses its impact. Much of its content is still current and the ideas significant.

SPANISH-SPEAKING

Chicanos--Mexican-Americans

Elementary and Junior High

Adams, Ruth. Fidelia. New York: Lothrop, Lee and Shepard, 1970. Grades 1-4.

Seven-year-old Fidelia was too small to play the violin in the school orchestra, so she was forced to settle for the tom-tom. In the end, though, she got her wish. "Not the usual sledge-hammer story about Mexican Americans."

Blue, Rose. We Are Chicano. New York: Franklin Watts, 1973. Grades 4-6.

Unhappy because his stepfather is too strict with him, Carlos decides to run away. He looks for his godfather, who is an official in Cesar Chavez's Farm Workers Union, but doesn't find him. However, Carlos does discover something that changes his life.

Clymer, Eleanor. Santiago's Silver Mine. New York: Atheneum, 1973. Grades 3-5.

Two boys from a poor home try very hard to help out with the family's income. The treasure they find in an abandoned mine not only helps the family but the entire village as well.

Diaz, Paul. Up From El Paso. Chicago: Children's Press, 1970. Grades 5-9.

This is the true story of Paul Diaz, a Mexican-American, who grew up to become a policeman and building inspector for the city of Salinas, California.

Fitch, Bob and Lynne. Say Chicano: I Am Mexican-American. Mankato, Minnesota: Creative Education Society, 1970. Grades 5-9.

Delightful photos illustrate the story of thirteen-year-old Lupie Saludado and her family. The Mexican-American way of life--work and play--is presented in a realistic and interesting fashion.

Franchere, Ruth. Cesar Chavez. New York: Thomas Y. Crowell, 1970. Grades 2-6.

A beautiful portrayal of the life of Cesar Chavez and his struggle to organize the Mexican-American farm workers.

Greene, Carla. Manuel, Young Mexican-American. New York: Lantern, 1969. Grades 3-6.

Manuel and Jimmy become friends. Manuel learns how to play baseball through Jimmy and, in turn, he teaches Jimmy about Mexican-American culture.

Hitte, Kathryn and Hayes, William. Mexicali Soup. New York: Parents' Magazine, 1970. Preschool - Grade 3.

The family loves Mama's Mexicali soup, but everyone wants to change the ingredients. Maria wants the potatoes left out, Antonio wants the peppers left out, and Juan wants the onions left out. Mama tries to please everyone and the soup she serves comes as a surprise for all.

Kolnay, Francis. It Happened in Chichipica. New York: Harcourt Brace, 1971. Grades 4-6.

A story about young Chucho who is an extremely busy boy, but who is one of the top students at school. Although he is very busy, Chucho finds time to help his mother and enjoy the pleasures common to all boys.

Lampman, Evelyn S. Go Up the Road. New York: Atheneum, 1972. Junior High. (5-9)

A twelve-year-old girl and her migrant family get a brief view of a more secure life and anticipate the possibility of sharing it.

Madison, Winifred. Maria Louisa. Philadelphia: Lippincott, 1971. Grades 4-9.

Among the handicaps that Maria faces is her poor knowledge of English. She came from Arizona to spend several months with relatives in San Francisco, but all of her past experiences are challenged in the city, especially her Chicano ways. But the new demands help her to develop a worthy sense of values.

Molnar, Joe. Graciela: A Mexican American Child Tells Her Story. New York: Watts, 1972. Grades 4-7.

Graciela belongs to a loving family who have hopes for her future education. Her daily life in the Texas border town is busy, but there is time for reflection and family fun.

Newlon, Clarke. Famous Mexican-Americans. New York: Dodd Mead, 1972. Grades 7 up.

The fascinating stories of famous Mexican-Americans such as Lee Trevino, Jim Plunkett, Cesar Chavez, Poncho Gonzales, and Anthony Quinn. An excellent source to combat the negative images of Mexican-Americans found in some books for children.

Pinchatt, Jane. The Mexicans in America. Minneapolis, Minn.: Lerner Publishers, 1973. Grades 5-11.

Describes the experiences of Mexicans in the United States with sections on the origin of the American Southwest. Tells how a community emerged and describes certain individuals and their achievements.

Prago, Albert. Strangers in Their Own Land. New York: Four Winds, 1973. Grades 7 up.

An informative, complete historical study on the second largest ethnic minority group in the United States. Illustrated with photos.

Shepherd, Elizabeth. The Discoveries of Esteban the Black. New York: Dodd & Mead, 1970. Grades 5-9.

The story of Esteban, the slave from Africa who came to Florida with the ill-fated Narvaez expedition and survived long imprisonment by the Indians in order to cross the American southwest and reach the Spanish settlements in Mexico. He was one of the most remarkable explorers of the North American continent.

Standerford, Betsy and Stein, R. Conrad. No Hablo Ingles. Chicago: Children's Press, 1970. High interest-low vocabulary.

The story of Betsy Standerford, who learned English the hard way--by being sent to an English-speaking school at the age of 11. After experiencing many difficulties, she achieved success in personnel work.

Terzian, James and Cramer, Kathryn. Mighty Hard Road: The Story of Cesar Chavez. Garden City, New York: Doubleday, 1970. Grades 4-6.

Describes the life of Cesar Chavez, leader of farm workers' union. The book discusses the union's long fight for recognition, the grape boycott, and the final victory.

Senior High

Non-Fiction:

Acuna, Rudolfo. Occupied America: The Chicano's Struggle for Liberation. Canfield, 1972.

The history of Mexican-Americans in the United States is a record of injustice and discrimination, and the author suggests how and why some changes can be effected. Mature.

Alford, Harold J. The Proud Peoples: The Heritage and Culture of Spanish-Speaking Peoples in the United States (c) 1972.

Filling many of the gaps in traditional American history books, Alford presents a compact history of the Spanish-Speaking people of the country from the earliest Spanish explorers and settlers to present day migrants and militants. Sixty short biographies are also included. Mature.

Coy, Harold. The Mexicans. Little, 1970.

Although it is not a book about Chicanos in the United States, this history of the Mexican people provides a better understanding of the culture from which many Mexican-Americans have come.

Martinez, Al, ed. Rising Voices. NAL, 1974.

Brief biographies of fifty-two outstanding Spanish-Speaking Americans, including Senator Joseph Montoya, singer Vikki Carr, actor Anthony Quinn, Judge Harold Medina, quarterback Jim Plunkett, labor leader Cesar Chavez, and TV jouranlist Geraldo Rivera.

Steiner, Stan. La Raza: The Mexican Americans. Harper and Row, 1970.

A vivid, moving account of Mexican-American life in the United States. Steiner does not preach. Instead, he tells the stories of people--real people--and makes the culture, the concerns, the anguish, and the joys of the people live.

Terzian, James P. and Cramer, Kathryn. Mighty Hard Road: The Story of Cesar Chavez. PB, 1970.

A brief biography of Chavez, from his early days as a poorly paid fieldhand to his efforts to organize and bring power to the United Farm Workers Union.

Thomas, Piri. Down These Mean Streets, NAL, 1971.

Thomas speaks from personal experience as a youth growing up in Spanish Harlem. The eldest of seven children, Thomas

recalls his years in prison and his fight for rehabilitation as a step in regaining his manhood. Some readers may find situations and language distasteful. Mature.

Fiction:

Bonham, Frank. Viva Chicano. Dell, 1971.
Bonham captures the frustration, uncertainty, and hardships of a young Mexican-American, Keeney Duran, as he tries to stay out of trouble and find some cultural identity in a Los Angeles barrio.

Cox, William R. Chicano Cruz. Bantam, 1972.
Mando, the proud Chicano; Sandry Roosevelt, the determined Black; Gil Jones, the rich kid; and Jack Kelly, the middle-class white, learn the necessity of teamwork off the field as well as on it.

Summer, James. You Can't Make It By Bus. Westminster, 1969.
Paul Guevara finds himself in the city, where he is not accepted as a first-class citizen, and he is torn between his conservative father and his revolutionary Chicano friends.

Vasquez, Richard. Chicano. Avon, 1971.
The history of the Sandoval family, from a nondescript life in Mexico to the barrios of East Los Angeles, and their search for the good life and their cultural identity.

Anthologies:

Ludwig, Edward W. and Santibanez, James, eds. The Chicanos: Mexican-American Voices. Penguin, 1971.
A collection of articles, fiction and poetry about Chicanos and Chicano life today. Topics covered include Chicano history, prisons, the barrio, Cesar Chavez, and religion. Mature.

Meier, Matt S. and Rivera, Feliciano, eds. Readings on La Raza: Twentieth Century. Hill and Wang, 1974.
A well-structured collection of nearly fifty essays by various writers--from Carey McWilliams to Ruben Salazar and Ernesto Galarza--highlighting the progress of the Mexican-American Raza during the Twentieth Century, from the immigrations from Mexico to Chicano militancy.

Ortego, Philip D., ed. We Are Chicanos: An Anthology of Mexican-American Literature, WSP, 1973.

A collection of modern and contemporary poetry, fiction, and essays by Mexican-American writers reflecting history, culture, politics, and emerging power. Mature.

Romano, V. Octavio and Rios, Herminio, eds. El Espejo, the Mirror: Selected Chicano Literature. Quinto Sol Pub., 1972.

The first anthology of Mexican-American writings prepared entirely by Mexican-Americans, parts of which are written in Spanish as well as English. The book includes a play, numerous poems, and several stories about the Chicano experience. Mature.

Puerto Ricans

Elementary, Junior High, Senior High Schools

Allyn, Paul. The Picture Life of Herman Badillo. New York: Watts, 1972. Grades K-3.

The life of Herman Badillo, a New York Congressman, born in Puerto Rico, is presented in an easy-to-read photo essay.

Barry, Robert. The Musical Palm Tree: A Story of Puerto Rico. New York: McGraw-Hill, 1965. Grades K-3.

A young Puerto Rican boy acts as a tourist guide to make money to buy a lace mantilla for his mother. The story is told pleasantly for a young child. It includes some Spanish words and is enhanced by the whimsical illustrations.

_____. Ramon and the Pirate Gull. New York: McGraw-Hill, 1971. Grades 3-5.

Ramon proved himself righteous after no one would believe he had seen a bright red sea gull.

Belpre, Pura. Dance of the Animals: A Puerto Rican Folktale. New York: Warne, 1972. Grades K-5.

This is one of the author's amusing picture book stories. Very appropriate for picture reading aloud.

_____. Santiago. New York, Warne, 1969. Grades K-4.

Everyone in his New York City class, except Ernie, believed Santiago when he talked of his pet hen which he left in Puerto Rico when he moved. The story tells how Ernie is finally won over. Illustrations and mature vocabulary give this book a wide appeal.

Belpre, Pura. The Tiger and the Rabbit and Other Tales. Philadelphia: Lippincott, 1965. Grades 3-6.

A humorous collection of eighteen short tales of Puerto Rican or Spanish background, almost always ending with a moral.

Christopher, Matt. Baseball Flyhawk. Boston: Little, Brown, 1963. Grades 4-6.

A good baseball story dealing with a Puerto Rican boy. There is a refreshing absence of any attempt to work out great problems except those of playing good ball.

Colman, Hila. A Girl from Puerto Rico. Morrow, 1961. Grades 5-8.

A teenage daughter convinces her mother to move to the United States where life will be better. However, the family quickly feels the constraints of living in New York's Spanish ghetto.

Joslyn, Sesyle. Senor Baby The Pirate. New York: Harcourt, 1962. Grades 1-3.

A baby elephant visits Puerto Rico and learns all sorts of things. An introduction to Spanish phrases and customs on the island are presented amusingly.

Melendez, Carmello. A Long Time Growing. Chicago: Children's Press, 1970. Grades 6 up.

Jose Martinez, coming from a poor family, came to the mainland to make his way in the world. After experiencing trials and tribulations he becomes a policeman in Chicago. He enjoys the job because he has a foot in both the Spanish- and English-speaking worlds.

Soto, Pedro O. Hot Hand, Cold Season. Dell, 1973. Grades 6-9.

A revealing look at Puerto Rican life both in Puerto Rico and in the United States. Jacinto, torn in his allegiance, his identity, his language, searches for a place to belong.

Stolz, Mary. The Noonday Friends. New York: Harper, 1965. Grades 3-6.

Sympathetic story of school friends in racially and culturally mixed New York City.

Talbot, Toby. My House Is Your House. New York: Regnery, 1970. Grades 4-6.

Juana is unhappy about moving, even though the neighborhood in the suburbs is much more attractive than the streets of Spanish Harlem.

Tuck, Jay N. and Vergara, Norma G. Heroes of Puerto Rico. Fleet, 1969. Grades 6 up.

The authors present a historical treatise on Puerto Rico through the eyes and words of this country's famous individuals who struggled for the freedom and dignity of their people.

Weiner, Sandra. They Call Me Jack. New York: Pantheon, 1973. Grades K-3.

Story about a twelve-year-old Puerto Rican boy who moved to New York at age 10. His comments about his family and friends are sometimes humorous as well as sad.

ORIENTALS

The Chinese In Children's Books

Picture Books

Buck, Pearl S. The Chinese Story Teller. Illustrated by Regina Shekerjian. New York: John Day, 1971.
It appears as though the cat and dog cannot get along with each, for certain reasons. A very beloved picture book with grandmother telling the children about a story told to her, when she was a little girl in China.

Ching-yun, Huang. Flowers in Full Bloom. Drawings by Lin Wan-tsui. Peking: Foreign Languages Press, 1966.
A sensitive collection of poems describing a child's life among common people.

Mao-chiu, Chang. The Little Doctor. Illustrated by Yan-hsiu. Edited by Shanghi Juvenile Publishing House. Peking: Foreign Languages Press, 1965.
This charming book is about a little girl who plays doctor and uses her toys as her patients.

Wyndham, Robert. Chinese Mother Goose Rhymes. Selected and edited by Robert Wyndham. Pictures by Ed Young. New York: World, 1968.
This is a bilingual book containing various popular nursery rhymes, illustrated in a manner suggesting a scroll.

Stories for Younger Children

Anderson, Joy. Hai Yin, the Dragon Girl. With illustrations by Jay Yang. New York: Harcourt, 1970.
A little girl, Hai Yin, is going to prove, to Wu, that she is not just a silly girl. She did just that.

Coerr, Eleanor. Twenty-Five Dragons. Illustrated by Joann Daley. Follet, 1971
Chi Fu, 10-year-old boy, made dragons out of clay, that got him a very nice bicycle. This story gives illustrations of modern Taiwan and of making clay flowers and birds, an ancient art of Taiwan.

Fu-hsing, Chao. Hunting With Grandad. Illustrated by Yang Yung-ching. Edited by China Juvenile Publishing House. Peking: Foreign Languages Press, 1965.

An adventurous story about a little boy and his grandfather as they hunt.

Wahl, Jan. The Wonderful Kite. Illustrations by Uri Shulevitz. Delacorte, 1970.

A little boy has a beautiful kite that takes him on exciting adventures throughout the land. Very zestful and enjoyable pictures help to illustrate the wonderful adventures.

Stories for Older Children

Carlson, Dale. The Beggar King of China. Illustrated by John Gretzer. Atheneum, 1971.

How a peasant, Chu Yuan-change, conquered the Mongols and discovered the Ming Dynasty. A tale eliciting the concepts and generalizations about revolution and war.

Folk Tales

Holland, Janice. You Never Can Tell. Illustrated by Janice Holland. From the translation by Arthur W. Hummel from the Book of Huai Nan Tzu written before 122 B.C. Scribner, 1963.

A farmer has a horse which he is quite grateful to have. One day the horse began to disappear and as it did, the farmer said, "You can never tell." This tale truly lets it be known that you can never tell.

Mui, Shan. Seven Magic Orders. Illustrated by Y. T. Mui. Edited by Ruth Tabrak. Lippincott (Weatherhill), 1973.

From the encouragement of nine gods, Chung Shun shows his courage and bravery, as he saves the life of his loved one from a demon monster. Fascinating art work done by a fabulous artist of China.

Wolkstein, Diane. 8,000 Stones, A Chinese Folktale. Illustrated by Ed Young. Doubleday, 1972.

A very sensitive and colorful picture book about Ts'ao P'ei who solved the problem that had the wisemen so bewildered, as to how they could weigh an elephant.

Wyndham, Robert. Tales the People Tell in China. Illustrated by Jay Yang. Messner, 1971.

A beautifully illustrated collection of tales, all lively stories with both Chinese and English tales. They are written in a classic manner.

People and Places

Eunson, Roby. Mao Tse-Tung. Illustrated with photographs. An Associated Press Book. Franklin Watts, 1973.

The perplexing Chinese ruler, a receptive biography of this extraordinary leader.

Hsiao, Ellen. A Chinese Year. Illustrated by Ellen Hsiao. A Two Worlds Book. M. Evans, 1970.

The children spent a year's vacation in Ching-Chiang. After the death of their grandmother, they learned a great deal about the Chinese traditions and the celebrated years, both those of sad or blissful moments.

Kublin, Hyman. China. Houghton, 1972.

An historical account of China during the Imperial era to the People's Republic. This is a book for older children.

Rau, Margaret. The Yangtze River. Illustrated with photographs. Messner, 1970.

This is a book about one of the more illustrious rivers of China and the present inhabitants, as well as those of the past. The author also wrote The Yellow River.

Spencer, Cornelia. The Land and People of China. Revised Edition. Lippincott, 1972.

Besides a section on China as a communist country, this is a total history of China both past and present.

Yutang, Lin. The Chinese Way of Life. Illustrated by Howard Simon. World, 1959.

Since he has been sent to China to study, an American-born Chinese boy closely observes the Chinese culture and style of living. Lin Yutang is a renowned scholar and writer. With minor adjustments this book has been updated for this 1972 reprint.

Arts and Culture

Batterberry, Michael. Chinese and Oriented Art. McGraw-Hill, 1968.
A rather sizeable book containing many beautiful features in color of Chinese paintings, sculptures, carvings, buildings from the Shang on to the Ch'ing Dynasties. A truly magnificent art series.

Belting, Natalia. The Land of the Taffeta Dawn. Illustrated by Joseph Low. Dutton, 1973.
The triumphant times China had in the Tang Dynasty, illustrated with a colorful collection of pictures and poetic prose, as seen by Norse traders. An inspiring picture book.

Glubok, Shirley. The Art of China. Designed by Gerlad Nook. Macmillan, 1973.
A delightful illustration of Chinese art from Neolithic artifacts to the more elaborate art, architecture, scrolls, and porcelains of the Ming Dynasty.

The Chinese In the United States

Anderson, Juanita B. Charley Yee's New Year. Illustrated by Dave Bhang. Follet, 1970.
A delightful story, for young children, about Charley Yee who, without job, earned $3.15 just before the New Year.

Chu, Daniel and Chu, Samuel. Passage to the Golden Gate, A History of the Chinese in America to 1910. Illustrated by Earl Tholiander. Zenith Books. Doubleday, 1967.
A short book illustrating that which the Chinese contributed to the United States.

Dowdell, Dorothy and Joseph. The Chinese Helped Build America. Illustrated with photographs and drawings. Messner, 1972.
A historical account of the Chinese and the way they live(d) in the United States during the 1850's to the present.

Haugaard, Kay. China Boy. Abelard-Schuman, 1971.
A trip from old China to California during the Gold Rush, one wonders.

Molnar, Joe. Sherman, A Chinese-American Child Tells His Story. Franklin Watts, 1973.
A ten-year-old boy from Long Island tape recorded his adventures, aided with inspiring pictures.

Reit, Seymour. Rice Cakes and Paper Dragons. Photographs by Paul Conklin. Dodd, 1973.
Marie Chan eagerly awaits the New Year's festival. Colorful photographs give an added dimension to this joyous presentation which is an adventure through New York's Chinatown.

Sung, Betty Lee. The Chinese in America. Macmillan, 1972.
The traditional Chinese culture and style of life, as well as popular Chinese in the United States, are all presented in this wonderful book. Betty is a teacher of Chinese-American heritage at New York City College.

Junior High School

Block, Alex Ben. The Legend of Bruce Lee. Dell, 1974.
Deals with the great hero of Chinese youth.

Chu, Daniel and Samuel. Passage to the Golden Gate: A History of the Chinese in America to 1910. Doubleday, 1967.
How the Chinese arrived in America and how they survived.

Hoyt, Edwin P. Asians in the West. Nelson, 1975.
The story of the Asian migration from the East, including Thailand and Indonesia.

Kirkup, James. The Magic Drum. Knopf, 1973.
An aging peasant couple in Peking felt that their son, Tenka, was a gift from the gods, and they soon saw that this was indeed so.

Sung, Betty Lee. The Chinese in America. Macmillan, 1972.
Book relates the experiences of the Chinese who came to the United States to work and to stay. In spite of the long period of discrimination, Chinese-Americans have emerged and are making contributions in all areas of American life.

Wong, Jade Snow. Fifth Chinese Daughter. Harper and Row, 1950.
The life of a Chinese-American growing up in San Francisco's Chinatown.

_____. No Chinese Stranger. Harper and Row, 1975.
The sequel to the above book.

Yep, Laurence. Dragonwings.
This is the story of Moon Shadow, an eight-year-old boy

who sailed from China to join his father, Windrider, in San Francisco. The Chinese community's ambitions were achieved through Moon Shadow's readings and observations of the Wright Bros, and he helped his father become a flying "dragon." Newbery honor book, 1976.

The Japanese In Children's Books

Elementary - Junior High School

Nonfiction:

Aoki, Minoru et al. Japan: A Week in Daisuke's World. New York: Macmillan, 1973. (Face to Face Books) Grades 1-3.
Daisuke is the eldest son of a middle-class family in Tokyo, and his favorite activity is sports. He delights in Sunday baseball games with his father, but he also enjoys trips to cherry-blossom park and restaurants.

Berger, Donald P. Folk Songs of Japanese Children. Rutland, Vt.: Tuttle, 1969. Grades 2 up.
This collection of folksongs by Japanese children have arrangements and piano accompaniment for soprano and alto parts. The words are in English.

Bruce, Jeannette. Judo: A Gentle Beginning. New York: Crowell, 1975. Grades 4-7.
This interesting book not only introduces boys and girls to judo but describes the history and character of some other Asian arts. The step-by-step drawings are humorous but provide real names for Japanese holds and throws.

Buell, Hal. Festivals of Japan. New York: Dodd, Mead, 1965. Grades 3-7.
The black and white photos reinforce the text and emphasize the joyous public Japanese celebrations. Each chapter describes a special holiday.

Epstein, Samuel and Beryl. A Year of Japanese Festivals. Champaign, Ill.: Gerrard, 1974. Grades 4-7.
An array of seasonal celebrations, religious observances, and ceremonies for national heroes are presented as the basis of the Japanese calendar. Related story material provides a vivid description of the part which children play.

Tada, Tatsuji. Japanese Recipes.2nd ed. rev. Illustrated with drawings. Rutland, Vt.: Tuttle, 1967. Grades 5 up.

A collection of representative Japanese dishes. Substitues are provided for ingredients available in the United States.

Walker, Richard L. Ancient Japanese and Its Influence in Modern Times. New York: Watts, 1975. Grades 6-8.

A story of the way some Japanese, isolated from the mainstreams of development, were able to develop a unique culture and way of life. The text is reinforced through impressive photos.

Fiction:

Hamada, Hirosuke. The Tears of the Dragon. English version by Alvin Tresselt. Parents Magazine, 1967. Grades K-3.

The dragon is the object of the villagers' hatred and fear but little Akito has nothing but kind words for the creature. Story tells how Akito was able to invite the monster to a birthday celebration via a mystical change.

Matsuno, Masako. Taro and the Bamboo Shoot. New York: Pantheon, 1974. Grades K-2.

Taro's unusual experience with a bamboo shoot succeeds in pointing the inland villagers to the great salt sea. Cultural detail is expressed through the lovely illustrations.

Matsutani, Miyoko. How the Withered Trees Blossomed. Philadelphia: Lippincott, 1971. Grade 3

This dual language book is in English and Japanese. It tells the story of a kindly old man, his mean neighbor and the wonderful and terrible things that happen.

Nakatami, Chiyoko. Fumio and the Dolphins. Cleveland, Ohio: Collins World, 1970. Grade 3.

This story, with subtle environmental concern, tells how Fumio and his brother manage to save their special dolphins from the fishermen's nets.

Ozaki, Yei Theodora. The Japanese Fairy Tale Book. New York: Dover, 1970. Grades 3-7.

Enchanting fairy tales from Japan. Also appropriate for younger children.

Wakena, Kei. The Magic Hat. New York: Scroll Press, 1970. Grade 3.

The text is in both Japanese and English. The story tells of a poor woodcutter who rescued a fox from a group of teasing children. The gift he received from the fox changed his life.

Poetry:

Cassedy, Sylvia and Suetake, Kuniharo. Garden City, New York: Doubleday, 1967. Grades 3-5.

These haiku are beautifully illustrated and written in Japanese and English.

DeForest, Charlotte B. The Prancing Pony. New York: Walker-Weatherhill, 1968. Grades 1-7.

A collection of Japanese nursery rhymes adapted into English for American children. The illustrations are done with rice paper collages in natural dye colors.

Dowdell, Dorothy and Joseph. The Japanese Helped Build America. New York: Messner, 1970. Grade 3.

The story of the Japanese experience in the United States is told partly through the lives of an immigrant, Kenji Sugimoto, and his American-born children.

NATIVE AMERICANS--INDIANS

Elementary

Armer, Laura A. Waterless Mountain. McKay, 1931 (reprinted 14 times by 1972) Newbery Medal Award winner. Grades 5-9.

Story of a boy in training under his uncle to become a Medicine Priest, and of his adventures during his eight years of training.

Astrov, Margot, ed. American Indian Prose and Poetry. New York: Putnam, 1962. Grades 206.

Originally entitled, The Winged Serpent, this volume contains both prose and poetry of American Indians, prepared for use by the teacher.

Baker, Betty. Little Runner of the Longhouse. An I-Can-Read-Book. New York: Harper and Row, 1962. Grades 1-3.

Little Runner tries to convince his mother that he is big enough to take part in the Iroquois New Years ceremonies. Young readers will enjoy the repetitive coaxing of Little Runner as he persuades his mother to give him a bowlful of maple sugar. Both story and pictures (by Arnold Lobel) re-create the Iroquois way of life.

Bauer, Helen. California Indian Days. New York: Doubleday, 1963. Grades 2-4.

A lively and carefully researched picture book of the life of the California Indians from earliest to present.

Beatty, Hethy B. Little Owl Indian. Eau Claire: Hale, 1964. Grades K-2.

Little Owl saves the woodland animals and the people of his village by alerting them to a forest fire. The tribe is not identified, but the story mentions "the great forest of New York State." Full color illustrations by the author on every page.

Belting, Natalia. The Long-Tailed Bear and Other Indian Legends. Eau Claire: Hale, 1961. Grades K-2.

Indian "why" stories told simply. Illustrations by Louis Cary.

Eagle, Acoe Blue. Echogee. Dallas: Palmer Corp., 1971. Grade K.
Echogee is a little blue deer that ventures away from his mother to explore the world. Illustrations are done in soft pastel colors that show the author's love for nature.

Milton, John R. Crazy Horse, The Story of An American Indian. Dillion Press, 1974. Grades 1-3.
Written for young children, this story reveals the often erroneous impressions of Native American Indians, their customs and history.

The Northwest Coast Indians' ABC Book. Pullman, Washington: State Street Press, 1972. Grades K-3.
An alphabet book containing illustrations taken in Native American communities in the state of Washington.

The Weewish Tree. Published six times a year by the Indian Historian Press, San Francisco, California. Grades pre-school - 6.
A magazine written and illustrated by Native Americans of all ages. Contains stories, poetry, games, myths, legends, and articles. Although written for older children, may be adapted for preschool ages.

Wyse, Anne. Alphabet Book. University of Toronto, 1969. Pre-school - Kindergarten.
An alphabet book (Letters A-Z). Black and white pictures reflect the important role that nature plays in the children's lives.

Junior and Senior High School

Armstrong, Virginia. I Have Spoken: American History Through the Voices of Indians. Chicago: Swallow, 1971.
A collection of the words of Indians, many of them chiefs and leaders, presented in chronological order from the seventeenth to the twentieth centuries. Focus is on the age-old questions, Indian-White relations on who owns the land, and the future of the first Americans.

Balch, Glenn. Indian Paint. New York: Scholastic Book Service, 1972.
Little Falcon, who is the son of Chief War Cloud of the Pinos Indians, is given the opportunity to choose a black mare from his father's herd. His father feels that Little Falcon made a poor choice, but the boy is aware that the mare is with

colt and that the sire is the painted wild stallion, and this is all important.

Berger, Thomas. Little Big Man. Greenwich, Conn.: Fawcett-World, 1969.

Jack Crabb, in his 111 years, had been frontiersman, Indian scout, gun fighter, buffalo hunter, and adopted member of the Cheyenne tribe. The only survivor of Custer's last stand, Jack told his story to the author. The story, in traditional American frontier humor, makes interesting reading.

Bierhorst, John. In the Trail of the Wind: American Indian Poems and Ritual Orations. New York: Farrar, Straus, 1972.

This collection was translated from more than forty Indian languages of North and South America. The colorful selection contains creation songs, battle songs, love lyrics, orations, prayers, dreams, and incantations. Some of the selections come from rituals of birth, love, war, and death; others focus on themes of the Indian's love of nature, conquests, the resultant despair and visions of a new life.

Brandon, William, ed. The Magic World: American Indian Songs and Poems. New York: Morrow, 1971.

The editor affirms that he has collected only the songs and poems which he feels are good literature. The compilation includes the works of some of the nation's top collectors.

Burland, Cattie. North American Indian Mythology. New York: Tudor, 1965.

A summary of the principal deities and heroes of Indian mythology by regions. Study also discusses the development of tribal life, the adaptation of different tribes to the environment, and the psychological adjustment of the people.

Capps, Benjamin. The White Man's Road. New York: Ace Books, 1972.

The story of Joe Crowbone's efforts to discover what it is to be a man in the Indian-White society of the 1870's and 1880's. The book includes some colorful characters of the time--from Great Eagle, the white soldier's friend, to Joe's Comanche mother, who waits for her white husband to return. Joe is a typical American boy trying to find who he is as modern boys usually do.

Deloria, Vin. We Talk, You Liste: New Tribes, New Turf. New York: Dell, 1972.

A witty, brilliant Indian turns his vision toward the

disintegrating core of American society and purposes a peaceful revolution that will reorganize American society into tribal groups.

Forman, James. People of the Dream. New York: Dell, 1974.
Chief Joseph and the Nez Perci's struggle for freedom against the white man's abuses.

Hamilton, Charles, E., ed. Cry of the Thunderbird: The American Indian's Own Story. Norman, Oklahoma: University of Oklahoma Press, 1972.
This collection is unique as it contains selections from books either written by Indians or told by Indians. Selections are arranged according to themes, such as around the campfire, game trails, wilderness sports, the Great Spirit, and the white man's road.

Lampman, Evelyn. Cayuse Courage. New York: Harcourt, 1970.
After the Cayuse Indians separated from the Nez Pierce Indians and found their own beautiful Oregon territory, missionaries, Dr. Marcus Whitman and his wife, came. Even though young Cayuse and his grandfather attend services at the mission, they also hold to certain native beliefs. What happens when Samuel gets his hand caught in a white man's trap, and when the white man's disease--measles--attacks the tribe, and Samuel's good friend, Amos, dies makes an interesting story.

_____. Half-Breed. New York: Doubleday, 1967.
Hardy Hollingshead's Crow mother has married a man from her own clan and this is taboo among the Crows. Because Hardy is ashamed, he decides to go West to Oregon to find his own white father, Jesse. A sensitive treatment of people with "mixed blood."

McLuhan, T. C. Touch the Earth: A Self-Portrait of Indian Existence. Pocket Books, Inc., 1961.
The oral and written statements by Indians from the sixteenth to the twentieth century. This collection shows the reader the Indian's feelings and relationships with the earth, animals, and their homeland as the "hairy man from the East" encroached upon their land. The photographs relate the Indian's early desire to share what he had to his later desperation and anger at broken promises.

O'Dell, Scott. The Island of the Blue Dolphins. New York: Dell, 1960.

The story of an Indian girl living alone on an island off the coast of California for twenty years.

Peck, Robert. Fawn. Boston: Little-Brown, 1975.
The story of Fawn Charbon, son of a Frenchman and a Mohawk squaw, during the French-Indian wars. The theme is growth and survival.

Sanders, Thomas and Peek, Walter. Literature of the American Indian. Beverly Hills, California: Glencoe Press, 1973.
This publication is considered to be the most complete collection of Indian literature of all kinds, which has yet been put together. Besides, the authors have provided scholarly comments on every possible aspect of Indian life. The editors are Indian people themselves and they are also scholars at various southern schools and colleges.

Vanderwerth, W. G., ed. Indian Oratory: Famous Speeches by Noted Indian Chieftains. New York: Ballantine, 1971.
A collection of the most important orations of the greatest Indian chiefs.

Warren, Mary. Walk in My Moccasins. Claire, Wisconsin: Hale, 1966.
Hal and Myra Littlejohn adopt five Sioux Indian children. The story is told from the point of view of the twelve-year-old child, who worries that her new parents may not want to keep her and her brothers and sisters. At first, she is justified but gradually an encouraging change takes place.

CRITERIA FOR JUDGING BOOKS INVOLVING BLACK PEOPLE

From: Starting Out Right, Edited by Bettye I. Latimer, Wisconsin Department of Public Instruction, W.C. Kahl, State Superintendent, Bulletin No. 2314, 1972

Evaluation Criteria

1. What is the dimension of Blackness in the book?
   A. What is the function of the Blackness in the book?
   B. If the book is predominantly white, how effective is the inclusion of Black characters? Does it go beyond the token integration level?
   C. Is the story interesting itself or does it depend upon the novelty of the Black faces for interest?

2. How responsible is the author in dealing with problems and issues?
   A. Does he/she make an honest presentation?
   B. Is a problem presented clearly but without oversimplification?
   C. Is the solution that is offered too simple for a complex problem?
   D. Has the author treated a serious problem in a flippant way?
   E. How are the Black characters treated in a problem situation? If they have been exposed to dehumanizing, degrading, or insulting experiences, does the author manufacture a happy ending? Is it the Black character who is called upon to exercise all the understanding and forgiveness?
   F. How does the author handle acts of racism or prejudice? Are there explanations within the context of the story? Is this antisocial behavior passed off as a mere impoliteness; is it ignored or is it shown for what it is?

3. Will the young reader know that he is looking at a Black person or do the characters emerge "grey" in appearance to resemble Caucasians in blackface?

4. Is the Black character portrayed as a unique individual or as a representative of a group?

5. Does the clothing or behavior seem to perpetuate the stereotypes about Blacks being primitive or submissive?

6. Is the setting authentic, so that the child reader is able to recognize it as an urban or suburban or rural or fanticized situation?

7. Does the author set a patronizing or a paternalistic tone?

8. Is a Black character used as a vehicle to get a point across so that he becomes a tool of literary exploitation and acts artificial rather than real?

9. How are the Black characters shown in relationship to white characters and vice versa?
   A. Is either placed in a passive, submissive, inferior or subordinate role without justification?
   B. Does the book give the impression that the survival and well being of Black people depend upon the generosity, concern, and goodwill of white people? If so, this is a misleading point of view.
   C. Does the book have Blacks as authority figures or decision-making people or creators or inventors; or do the images of Blacks show them receiving services or advice or assistance largely from white benefactors?

10. If any dialect or slang is used, does it have a purpose?
   A. Is it used to reinforce the myth that Blacks speak a "substandard" language?
   B. Does it blend naturally with the story?
   C. Does it evoke disrespect toward the user or in any way demean him?
   D. If there are differences between the language of Blacks and whites in a particular story, do these differences reinforce stereotypes and perpetuate the superiority-inferiority complex?

11. How accurate is the story if it deals with historical or factual events?
   A. If the book is being used in a teaching situation, does the teacher feel that he/she has an adequate knowledge of Black history in order to evaluate the viewpoint and data presented?
   B. If the book deals with American history, are Blacks included as an integral part of the American experience? Are they segregated into a separate unit without being included in the other chapters or units of discussion?

12. In a biography, is the personality as well as the accomplishments of the main characters shown?

13. How much does this book free the child from the white-centered middle class world with its connotation of superiority?

CRITERIA FOR SELECTING CHILDREN'S BOOKS WHICH DEAL FAIRLY WITH ALL GROUPS OF PEOPLE

Jane Hornburger
1970

Do the books:

1. Contain factual and authoritative content presented in an impartial and objective manner?
2. Avoid alienating groups and stereotyping characters?
3. Aid in developing the knowledge, attitudes, and social skills necessary for good personal relationships with others?
4. Help children develop respect for the values and cultural traditions of groups unlike their own?
5. Present an accurate, unbiased, well-rounded representation of various cultural and ethnic groups?
6. Avoid setting up feelings of superiority or inferiority in the minds of young readers?
7. Contain creditable illustrations and avoid derisive names and epithets that might offend any group?
8. Have literary merit and present realistic characters with whom children can identify?
9. Present a broad interpretation of life without stressing differences among groups?
10. Illustrate examples of understanding, courtesy and various solutions to personal problems?

SHORT CUTS TO QUALITY BOOK SELECTION

Jane Hornburger
1974

Books should always be selected with the child(ren) in mind considering interest and reading levels. It is also a good policy to give consideration to format, size of print, and illustrations, especially where primary children are concerned.

An everlasting goal of teachers and librarians is that of helping children develop an appreciation and tests for "quality" literature. If one is not always certain as to what constitutes a quality book it is wise to rely on references that are known to recommend <u>good literature</u> books for children. In that respect the following are among the best:

- Bulletin of the Center for Children's Books
- Language Arts
- New York Times Children's Book Section
- School Library Journal
- The Horn Book Magazine
- Reading Ladders for Human Relations

Even after selecting quality books, there are further considerations that we must make in order to select books that deal fairly with all groups of people. The following are some possible questions one might use when selecting books of this nature:

1. Are the characters real people and do they talk and act as <u>real</u> people in that particular situation?

2. Do minority characters remain in the background or do they play an important part in the story?

3. Do the illustrations of Black characters look like Black people, or do they look like caricatures, or sun-tanned white people?

4. Are the problems solved by white characters, or do the minority characters aid in finding solutions?

5. Is dialect spoken by minority characters only?

6. Who has what roles? Are females and minorities in meaningless low-status, passive roles while the males and white characters assume active, helpful, "respectable" positions?

7. Does the book reflect a realistic and honest image of minority groups?

8. Would it make you feel uncomfortable to read the book to a class consisting of various ethnic groups? If the answer is yes, then it should not be read to an all white or all Black group either.

10 QUICK WAYS TO ANALYSE BOOKS FOR RACISM AND SEXISM

Source: The Council on Interracial Books for Children

Both in school and out, your children are being exposed to many books that convey racist and sexist attitudes. These attitudes--expressed over and over by books and other media--gradually distort their perceptions until stereotypes and myths about minorities and women are accepted as reality. It is difficult for a parent or a teacher to convince their children to question society's attitudes. But if you can show a child how to detect racism and sexism in a book, the child can proceed to transfer that perception to wider areas. The ten guidelines below are a starting point.

These fall into two parts. Part I is designed to help you detect racist and sexist bias in story books--children's picture books, primers, fiction, etc. Part II deals with school books--social studies, civics, history texts and other reference works. These same concepts can also be applied to adult books and any written material.

These guidelines are followed by a list of things you can do to combat the racism and sexism you find.

PART I: ANALYZING PICTURE AND STORY BOOKS

(1) Check the illustrations

. Look for stereotypes. A stereotype is an oversimplified generalization about a particular group, race, or sex, which generally carries derogatory implications.

While you may not always find them in the forms described, look for variations which in any way demean or ridicule characters because of their race or sex.

. Look for tokenism. If there are non-white characters, are they just like the white faces but tinted or colored in? Do all minority faces look stereotypically alike or are they depicted as genuine individuals?

. Look at the lifestyles. Are minority characters and their setting depicted in such a way that they contrast unfavorably with an unstated norm of white middle class suburbia? For example, minorities are often associated with the ghetto, migrant labor, or "primitive" living. If the story does attempt to depict another culture, does it go beyond over-simplifications of reality and offer genuine insights into another lifestyle?

(2) Check the story line

Civil Rights legislation has led publishers to weed out many insulting passages and illustrations, particularly in stories with Black themes, but the attitudes still find expression in less obvious ways. The following checklist suggests some of the various subtle forms of bias to watch for:

. Relationships: Do the whites in the story have the power and make the decisions? Do non-white people function in essentially subservient roles?

. Standard for success: What does it take for a character to succeed? To gain acceptance, do non-white characters have to exhibit superior qualities--excel in sports, get A's, etc.? In friendships between white and non-white children ("Brotherhood"), is it the non-white who does most of the understanding and forgiving?

. Viewpoint: How are "problems" presented, conceived and resolved in the story? Are minority people themselves considered to be "the problem"? Do solutions ultimately depend on the benevolence of a white person?

. Sexism: Are the achievements of girls and women based on their own initiative and intelligence, or is their success due to their good looks or to their relationships with boys? Are sex roles incidental or paramount to characterization and plot? Could the same story be told if the sex roles were reversed?

(3) Consider the effects of the book on the child's self-image and self-esteem. Are norms established which limit the child's aspirations and self-concepts? What does it do to Black children to be continuously bombarded with images of white as beautiful, clean, virtuous, etc., and Black as evil, dirty, menacing, etc.? What happens to a girl's aspirations when she reads that boys perform all the brave and important deeds?

What about a girl's self-esteem if she is not fair of skin and slim of body?

(4) Consider the author's or illustrator's qualifications. Read the biographical material on the jacket flap or on the back of the book. If a story deals with a minority theme, what qualifies the author or illustrator to deal with this topic? If they are not members of the minority being written about, is there anything in the author's or illustrator's background that would specifically recommend them for this book? Similarly, a book that has to do with the feelings and insights of woman should be more carefully examined if it is written by a man--unless the book's purpose is to present a male viewpoint.

(5) Look at the copyright date.
Books on authority themes--usually hastily conceived--suddenly began appearing in the mid-1960's. There followed a growing number of "minority experience" books to set the new market demand, but these were still written by white authors and reflected a white point of view. Only very recently--in the late 1960's and early 1970's--has the children's book world begun to even remotely reflect the realities of a multi-racial society and it has just begun to reflect feminists' concerns.

PART II: ANALYZING SCHOOL TEXTS

(6) Determine the author's perspective.
There is no such thing as a truly objective account of History. It is always from some point of view. History and social studies texts have traditionally been written from a white European male perspective, and this has influenced what has been included and how it has been "reported." The traditional viewpoint has led to serious omissions and distortions of history, especially concerning minorities and women of all races.

The viewpoints of minorities and women are still largely excluded from most texts. There is, however, more likelihood that a textbook will reflect the realities of a multicultural society if it is not written solely from a white male perspective.

(7) Note the copyright date.

It takes considerably longer to produce a textbook than

it does a storybook--often several years--and therefore texts have been even slower to reflect the growing consciousness about racism and sexism.

(8) Examine the illustrations.

The range and type of the illustrations can serve as another indication of the textbook's viewpoint. Are Blacks, Chicanos, Puerto Ricans, Asian Americans, Native Americans, and women of different groups shown at all? Compare the number of men, the number of white women and the number of Third World men and women in the illustrations. Also note if minorities are shown in roles that are secondary to those of white males.

(9) Watch for loaded words.

A word is loaded when it carried overtones of insult. Examples of loaded adjectives, usually racist, are: savage, primitive, conniving, lazy, superstitious, treacherous, wily, crafty, inscrutable, docile and backward.

Look for sexist language and adjectives that ridicule women and for the use of male pronoun to refer to both males and females. While the generic use of the word "man" was accepted in the past, its use today is an indication of a writer's lack of awareness.

(1) Note the heroes and heroines.

For many years textbooks showed only safe minority heroes and heroines--those who avoided serious conflict with the white Establishment of their time. Minority groups today are insisting on the right to define their own cultures and struggles for justice.

ACTIONS YOU CAN TAKE

. DISCUSS THE BIAS IN BOOKS

Make a point of discussing with your children and other members of your family the hidden messages and implied values in books.

. URGE CLASSROOM INNOVATION

Suggest that students join with teachers to critically analyze

their textbooks for bias. This in itself can be an educational classroom experience. (There is no need to censor books if teachers will openly discuss stereotypes with students.)

. SUGGEST SPECIAL TREATMENT IN THE LIBRARY

Urge the school librarian to point out racist and/or sexist passages to students. Suggest that books which are particularly offensive be placed on special shelves and clearly identified as racist and sexist.

. WRITE BOOK PUBLISHERS

Complain to book publishers: cite book title, page number and the offensive passage. Send copies of your letter to the local newspaper and urge other parents and teachers to do likewise. (Citing specific examples of racism and/or sexism can be highly consciousness-raising for a community.)

SEXIST LANGUAGE	NON-SEXIST LANGUAGE
1. forefathers	1. precursors; ancestors; forerunners
2. founding fathers	2. founders
3. brotherood; fellowship; fraternity	3. companionship; friendship, kinship; comradeship; unity; community; oneness; peace
4. manpower	4. humanpower; human energy; workers; work forces
5. man-hours	5. work hours; worker-hours
6. manmade	6. manufactured; artificial
7. the common man	7. the average person; the ordinary citizen
8. the working man	8. the worker
9. the family of man	9. the human family
10. Congressman	10. member of Congress; Representative

SOME SUGGESTED ACTIVITIES FOR PUPIL

INVOLVEMENT WITH LITERATURE

- After reading an appropriate book, conduct a discussion on the responsibilities Americans have toward one another.
- Ask pupils to prepare an oral "Who Am I?" quiz based on the contributions of various minority groups in America.
- Listen and respond to records of various ethnic groups represented in books.
- Arrange displays of arts and handicrafts depicting different cultures represented in books.
- Role play: Book "characters" may wish to tell their side of the story, explaining why they acted a certain way in a book.
- Certain book "characters" may wish to discuss the way the author handled them in the book, and whether they approve.
- After reading a book (especially controversial, as A Hero Aint Nothing But a Sandwich), some students may become interviewers and later interviewees. The interviewer may ask the "author" why he/she wrote the book, and what value it may have.
- A group of "characters" may rewrite the story to reflect their own values more accurately.
- Encourage children to play the roles of ethnic groups different from their own.
- Let some children begin to play the roles of characters belonging to their own ethnic group. Then, at a strategic moment, have the children switch roles--become the opposite ethnic group.
- Permit children to debate certain issues in a book. Some good books to use are Roosevelt Grady, Shotwell; The Planet of Junior Brown, Hamilton; The Hundred Penny Box, Mathis; Cochise, Wyatt; Cesar Chavez, Franchere.

. Encourage children to evaluate the actions of certain book characters and then tell how they might have acted differently. Good books to use are The Hundred Dresses, Estes; Patricia Crosses Town, Baum; Johnny Tremain, Forbes; Call Me Charlie, Jackson, Berries Goodman, Neville.

Jane M. Hornburger

MULTI-CULTURAL PUBLICATIONS FOR TEACHERS OF READING

Journal of Education, December 1972, Volume 155, Number 2. Published by Boston University School of Education. "Reading in a Multi-Cultural Society: A Selected Review," by Dr. Roselmina Indrisano and Dr. J. Richard Chambers. (List of 155 references for teaching reading)

Published by the Interntational Reading Association:*

Reading, Children's Books, and Our Pluralistic Society, Edited by Harold Tanyzer and Jean Karl. Reviews attempt to make children's literature reflect multi-ethnic societies, particularly Blacks and Spanish-Americans. $3.50.

Reading and the Bilingual Child, by Doris C. Ching. Practical ideas for teachers of bilingual and bidialectal students. It includes the development of self-motivation, auditory discrimination, vocabulary concepts, and oral language. $3.00.

Literacy for America's Spanish Speaking Children, by Eleanor W. Thonis. Considers background of Spanish speaking children in relation to success in reading. $3.50.

Better Reading in Urban Schools, Edited by J. Allen Figurel. Discusses language deficits of ghetto children and implications for teaching reading. $3.00.

Oral Language: Expression of Thought, by Nicholas Anastasiow. How language development is related to child's motor and cognitive development; problems of children who speak black dialect or poverty English, and suggests ways of developing language facility and readiness to read. $1.50.

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*These books may be ordered through the mail. Send check or money order to: International Reading Association, 800 Barksdale Road, Newark, Delaware 19711.